

110TH CONGRESS  
1ST SESSION

# H. R. 3523

To develop a generation of school leaders who are committed to, and effective in, increasing student achievement and to ensure that all low-income, under-performing schools are led by effective school leaders who are well-prepared to foster student success.

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## IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 11, 2007

Mrs. DAVIS of California (for herself and Ms. CARSON) introduced the following bill; which was referred to the Committee on Education and Labor

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## A BILL

To develop a generation of school leaders who are committed to, and effective in, increasing student achievement and to ensure that all low-income, under-performing schools are led by effective school leaders who are well-prepared to foster student success.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Improving the Leader-  
5       ship and Effectiveness of Administrators for Districts Act  
6       of 2007” or the “I LEAD Act of 2007”.

1 **SEC. 2. SCHOOL LEADERSHIP.**

2 (a) FINDINGS.—Congress finds the following:

3 (1) In the next 5 years, the number of openings  
4 for school principals is expected to grow by 20 per-  
5 cent and the number of principals retiring is likely  
6 to see a marked increase. The resulting principal  
7 shortage is expected to pose the greatest challenge  
8 for urban and rural local educational agencies with  
9 large concentrations of high-poverty and under-per-  
10 forming schools, as those local educational agencies  
11 often attract the fewest new principals.

12 (2) Literature from the American Educational  
13 Research Association concludes that school leader-  
14 ship has significant effects on student learning.  
15 School leaders can have positive effects on student  
16 achievement, primarily by galvanizing effort around  
17 ambitious goals and by establishing conditions that  
18 support teachers and help students succeed.

19 (3) School leaders, especially in under-per-  
20 forming schools, are often unprepared to foster stu-  
21 dent success, as the leaders themselves do not re-  
22 ceive the proper support, resources, and professional  
23 development needed to become effective leaders.

24 (4) A 2003 Public Agenda report found that 72  
25 percent of superintendents and 67 percent of prin-  
26 cipals agree that the typical leadership training that

1 administrators receive does not give administrators  
2 “what it takes to run today’s school district”.

3 (5) State educational leaders currently lack con-  
4 crete benchmarks against which school leaders can  
5 be measured to determine adequacy. State edu-  
6 cational agencies and local educational agencies also  
7 lack the funds necessary to recruit, train, and main-  
8 tain successful school leaders.

9 (b) SCHOOL LEADERSHIP.—Section 2151(b) of the  
10 Elementary and Secondary Education Act of 1965 (20  
11 U.S.C. 6651(b)) is amended to read as follows:

12 “(b) SCHOOL LEADERSHIP.—

13 “(1) PURPOSES.—The purposes of this sub-  
14 section are—

15 “(A) to develop a generation of school  
16 leaders who are committed to, and effective in,  
17 increasing student achievement; and

18 “(B) to ensure that all under-performing  
19 schools are led by well-trained, well-supported,  
20 effective school leaders.

21 “(2) NATIONAL PRINCIPAL RECRUITMENT PRO-  
22 GRAM.—

23 “(A) IN GENERAL.—The Secretary is au-  
24 thorized to establish and carry out a national  
25 principal recruitment program to assist high-

1           need local educational agencies in recruiting  
2           and training principals (including assistant  
3           principals) through such activities as—

4                   “(i) providing financial incentives to  
5                   aspiring new principals;

6                   “(ii) providing stipends to principals  
7                   who—

8                           “(I) have a demonstrated record  
9                           of effectiveness; and

10                           “(II) mentor new principals;

11                           “(iii) carrying out professional devel-  
12                           opment programs in instructional leader-  
13                           ship and management; and

14                           “(iv) providing incentives that are ap-  
15                           propriate for teachers or individuals from  
16                           other fields who want to become principals  
17                           and that are effective in retaining new  
18                           principals.

19                   “(B) GRANTS.—The Secretary shall carry  
20                   out this paragraph by making grants, on a com-  
21                   petitive basis, to—

22                           “(i) high-need local educational agen-  
23                           cies;

24                           “(ii) consortia of high-need local edu-  
25                           cational agencies; and

1 “(iii) partnerships of high-need local  
2 educational agencies and either or both—  
3 “(I) non-profit organizations; and  
4 “(II) institutions of higher edu-  
5 cation.

6 “(3) EVALUATION AND MODEL SCHOOL LEAD-  
7 ERSHIP INITIATIVE IMPLEMENTATION GRANTS.—

8 “(A) IN GENERAL.—The Secretary shall  
9 establish a national competitive grant program  
10 to award School Leadership Partnership Grants  
11 to eligible entities to enable the eligible enti-  
12 ties—

13 “(i) to carry out research-based eval-  
14 uations described in subparagraph (D) ex-  
15 amining the effectiveness of current State  
16 requirements for school leader certification  
17 or licensure and methods of recruiting,  
18 training, and retaining effective school  
19 leaders who improve student achievement  
20 at schools that receive funding under part  
21 A of title I;

22 “(ii) to develop recommendations de-  
23 scribed in subparagraph (E) to build upon  
24 the State school leader certification or li-  
25 censure process; and

1 “(iii) to create model School Leader-  
2 ship Initiatives in accordance with sub-  
3 paragraph (F) by implementing such  
4 plans.

5 “(B) AMOUNT OF GRANTS.—The amount  
6 of a grant under this paragraph shall be based  
7 on a formula developed by the Secretary that  
8 takes into consideration—

9 “(i) the size of the school-age popu-  
10 lation served by the eligible entity; and

11 “(ii) the availability of additional re-  
12 sources to support the implementation of  
13 the evaluation and the recommendations  
14 for improvements to the State certification  
15 or licensure process as well as improve-  
16 ments to the best practices for recruiting,  
17 training, and retaining school leaders.

18 “(C) APPLICATION.—An eligible entity de-  
19 siring a grant under this paragraph shall sub-  
20 mit an application to the Secretary at such  
21 time, in such manner, and containing such in-  
22 formation as the Secretary may require. The  
23 application shall demonstrate that—

24 “(i) the results of the evaluation  
25 under subparagraph (D) will be used to

1 recommend changes in the State certifi-  
2 cation or licensure process and best prac-  
3 tices for recruiting, training, and retaining  
4 effective school leaders; and

5 “(ii) the eligible entity is well-posi-  
6 tioned to implement a successful evalua-  
7 tion, as determined by—

8 “(I) a strong commitment to  
9 school leadership among the local  
10 school superintendents, teachers, par-  
11 ents, and the local community, such  
12 as private sector and higher education  
13 leaders; and

14 “(II) an ability to leverage addi-  
15 tional funding to carry out the evalua-  
16 tion as well as the recommendations  
17 made as a result of the evaluation.

18 “(D) EVALUATION.—

19 “(i) IN GENERAL.—An eligible entity  
20 receiving a grant under this paragraph  
21 shall use grant funds to contract with an  
22 external agency that is experienced in con-  
23 ducting qualitative research to carry out a  
24 research-based evaluation of the school  
25 leader certification or licensure process in

1 effect in the State, as well as current prac-  
2 tices to recruit, train, and retain school  
3 leaders, as of the time of the evaluation,  
4 and the effect of such methods on student  
5 achievement.

6 “(ii) DEVELOPMENT.—The evaluation  
7 described in clause (i) shall be developed in  
8 collaboration with groups such as—

9 “(I) veteran school leaders with  
10 track records of demonstrated gains  
11 in student achievement;

12 “(II) institutions of higher edu-  
13 cation involved with school leadership  
14 development located within the State;  
15 and

16 “(III) organizations that rep-  
17 resent school leaders.

18 “(iii) MEASUREMENT.—The evalua-  
19 tion described in clause (i) shall include a  
20 measurement of the following student  
21 achievement indicators for the State:

22 “(I) Student achievement on the  
23 State academic assessments described  
24 in section 1111(b)(3).



1 “(II) Secondary school gradua-  
2 tion rates, if applicable.

3 “(III) The degree of family and  
4 community support for students’ edu-  
5 cation.

6 “(IV) The rate of students enter-  
7 ing college after graduation.

8 “(V) Interviews and question-  
9 naires of students and teachers.

10 “(VI) The number of students  
11 taking Advanced Placement courses.

12 “(VII) Literacy rates.

13 “(VIII) Retention rates for  
14 school leaders, particularly in schools  
15 that have not made adequate yearly  
16 progress (as defined in section  
17 1111(b)(2)(C)) for 1 or more of the  
18 school years following the date of en-  
19 actment of the No Child Left Behind  
20 Act of 2001 (Public Law 107–110).

21 “(IX) A determination whether a  
22 school has a safe climate for academic  
23 achievement based on verifiable data  
24 reported in a consistent and uniform  
25 matter as prescribed by the state edu-

1 cation agency, including the number  
2 of suspensions and expulsions, school-  
3 related crime data, and other indica-  
4 tors.

5 “(X) The administration of a  
6 positive school climate survey of stu-  
7 dents, parents, and school personnel  
8 that measures student self-discipline  
9 and attention to school work, toler-  
10 ance for other students and teachers,  
11 students’ care and respect for one an-  
12 other, mutual cooperation between  
13 students, student attention to task  
14 and concern for achievement at  
15 school, and teacher morale.

16 “(XI) Student and teacher at-  
17 tendance rates.

18 “(XII) Any other factor that the  
19 Secretary determines is of significant  
20 importance and necessary to sub-  
21 stitute for an existing criterion listed  
22 in this clause.

23 The Secretary shall provide criteria on  
24 what the best practices are for implemen-

1           tation and monitoring of the policies relat-  
2           ing to subclauses (V) and (X).

3           “(iv) SUBMISSION OF EVALUATION.—  
4           After the completion of the evaluation  
5           under this subparagraph, an eligible entity  
6           receiving a grant under this paragraph  
7           shall submit a copy of the evaluation to the  
8           Secretary for approval under clause (v).

9           “(v) APPROVAL.—The Secretary shall  
10          review an evaluation submitted under  
11          clause (iv), and shall approve or reject the  
12          evaluation based on the extent the evalua-  
13          tion meets the criteria described in this  
14          subparagraph.

15          “(E) BUILDING UPON STATE REQUIRE-  
16          MENTS FOR SCHOOL LEADER CERTIFICATION  
17          OR LICENSURE.—

18          “(i) IN GENERAL.—In the case of an  
19          eligible entity receiving a grant under this  
20          paragraph whose evaluation under sub-  
21          paragraph (D) demonstrates that the  
22          school leadership recruitment and training  
23          as well as the licensure or certification  
24          process of the State does have potential for  
25          improvement, as measured by the student

1 achievement and other indicators described  
2 in subparagraph (D)(iii), the eligible enti-  
3 ty, in collaboration with the groups de-  
4 scribed in subparagraph (D)(ii), shall make  
5 recommendations to the State Department  
6 of Education based on the data from the  
7 evaluation developed under this paragraph  
8 for with the goal of improving the effec-  
9 tiveness of school leadership recruitment  
10 and training and improvements to the  
11 state licensure or certification process.

12 “(ii) CONTENT.—The plan described  
13 under clause (i) may include the following  
14 for potential school leaders:

15 “(I) Innovative recruitment, se-  
16 lection, and training programs for in-  
17 dividuals within the teaching profes-  
18 sion and from other fields to enable  
19 individuals to become effective school  
20 leaders.

21 “(II) Incentives to encourage vet-  
22 eran and new school leaders to lead  
23 low-income, under-performing schools.

24 “(III) Pre-service professional de-  
25 velopment programs and on-going

1 professional development programs by  
2 organizations with histories of driving  
3 student achievement that would pro-  
4 vide professional development through  
5 a partnership with the local edu-  
6 cational agency.

7 “(IV) Ongoing support, including  
8 being partnered after the individual is  
9 placed as a school leader with a men-  
10 tor who is a school leader with a dem-  
11 onstrated record of effectiveness to  
12 help design and implement a plan to  
13 improve student achievement at the  
14 new school leader’s school.

15 “(V) Additional, specialized  
16 training for new principals leading  
17 schools with high populations of stu-  
18 dents with disabilities or students  
19 with limited English proficiency.

20 “(VI) Any other requirements the  
21 eligible entity developing the plan de-  
22 termines necessary for increasing stu-  
23 dent achievement.

24 “(F) SCHOOL LEADERSHIP INITIATIVE IM-  
25 PLEMENTATION.—

1 “(i) REQUIRED ACTIVITIES.—An eligi-  
2 ble entity that receives a grant under this  
3 paragraph and that is required to develop  
4 a plan under subparagraph (E) shall use  
5 grant funds to create a model School  
6 Leadership Initiative by implementing the  
7 plan developed by the eligible entity in ei-  
8 ther or both of the following—

9 “(I) an urban high-need local  
10 educational agency participating in  
11 the consortium described in paragraph  
12 (6)(A); and

13 “(II) a rural high-need local edu-  
14 cational agency participating in such  
15 consortium.

16 “(ii) REPORT.—Not later than 60  
17 days after the last day of the grant period,  
18 an eligible entity that is required to carry  
19 out the activity described in clause (i) shall  
20 prepare and submit to the Secretary an  
21 analysis of the effectiveness of the model  
22 School Leadership Initiative based on evi-  
23 dence of the program’s impact on the stu-  
24 dent achievement indicators described in  
25 subparagraph (D)(iii).

1           “(4) STUDY ON EFFECTIVENESS OF SCHOOL  
2 LEADERSHIP INITIATIVES.—

3           “(A) IN GENERAL.—The grantee shall con-  
4 tract with an independent research and evalua-  
5 tion firm to determine the effectiveness of the  
6 School Leadership Initiative in the recruitment,  
7 training, and retraining of school leaders, as  
8 well as the effects of such initiatives on student  
9 achievement, as compared to the effectiveness  
10 of school leaders at similar schools served by  
11 local educational agencies not participating in  
12 the School Leadership Initiatives described in  
13 this subsection. The grantee shall describe the  
14 evaluation plan as part of its proposal to the  
15 Department, which will develop minimum  
16 standards for such evaluations. The evaluation  
17 shall begin when the School Leadership Initia-  
18 tive is created.

19           “(B) CRITERIA FOR EVALUATION.—The  
20 criteria for the evaluation under subparagraph  
21 (A) shall be based on the student achievement  
22 indicators described in paragraph (3)(D)(iii).

23           “(5) GRANTS FOR REPLICATING SCHOOL LEAD-  
24 ERSHIP INITIATIVES AND AMENDING SCHOOL LEAD-

1       ER    CERTIFICATION   OR    LICENSURE    REQUIRE-  
2       MENTS.—

3               “(A) IN GENERAL.—The Secretary shall  
4       award a grant to each eligible entity that re-  
5       ceived a grant under paragraph (3) and suc-  
6       cessfully created a model School Leadership Ini-  
7       tiative, as determined by the study under para-  
8       graph (4), to enable the eligible entity to use  
9       the data and research gathered and analyzed by  
10      the independent research and evaluation firm  
11      under paragraph (4) to implement the improve-  
12      ments deemed successful from the School Lead-  
13      ership Initiative to the State school leader cer-  
14      tification or licensure process, as well as expand  
15      the successful practices of recruiting, training,  
16      and retaining effective school leaders.

17              “(B) APPLICATION.—An eligible entity  
18      that received a grant under paragraph (3) and  
19      that desires to receive a grant under this para-  
20      graph shall submit an application to the Sec-  
21      retary at such time, in such manner, and con-  
22      taining such information as the Secretary may  
23      require.

24              “(C) AMOUNT OF GRANT.—In determining  
25      the amount of a grant under this paragraph,



1 the Secretary shall increase the grant amount  
2 for each eligible entity that created a successful  
3 model School Leadership Initiative under para-  
4 graph (3)(G) that also demonstrated significant  
5 positive impact on student achievement.

6 “(D) REPORT.—Not later than 60 days  
7 after the last day of the grant period, an eligi-  
8 ble entity receiving a grant under this para-  
9 graph shall prepare and submit to the Secretary  
10 a report regarding the effectiveness of the pro-  
11 gram under this paragraph.

12 “(6) DEFINITIONS.—In this subsection:

13 “(A) ELIGIBLE ENTITY.—The term ‘eligi-  
14 ble entity’ means a State educational agency  
15 working in partnership with a consortium of  
16 high-need local educational agencies, which con-  
17 sortium shall include not less than 1 rural high-  
18 need local educational agency and not less than  
19 1 urban high-need local educational agency.

20 “(B) SCHOOL LEADER.—The term ‘school  
21 leader’ means a principal or assistant principal  
22 or an individual on a designated pathway to be-  
23 come prepared to be a principal.

24 “(C) UNDER-PERFORMING SCHOOL.—The  
25 term ‘under-performing school’ means an ele-

1           mentary school or secondary school that has  
2           failed to make adequate yearly progress, as de-  
3           fined in section 1111(b)(2)(C), for 1 or more  
4           consecutive school years.

5           “(7) AUTHORIZATION OF APPROPRIATIONS.—

6           There is authorized to be appropriated, to enable the  
7           Secretary to carry out this subsection and to award  
8           not less than a total of 10 grants under paragraphs  
9           (3) and (5) for each of 5 consecutive years, such  
10          sums as may be necessary for each of fiscal years  
11          2008 through 2012.”.

12          (c) CONFORMING AMENDMENT.—Section 2103(b) of  
13          the Elementary and Secondary Education Act of 1965 (20  
14          U.S.C. 6603(b)) is amended by inserting “(except for sec-  
15          tion 2151(b))” after “subpart 5”.

○